
Appendix F: Workforce Plan

Workforce Plan¹ Fiscal Years 2008-2009

Agency Overview

The Texas Higher Education Coordinating Board was created by the Texas Legislature in 1965 to "provide leadership and coordination for the Texas higher education system to achieve excellence for the college education of Texas students." To meet these broad obligations to the people of the state of Texas, the Coordinating Board reviews and recommends changes in formulas for allocation of state funds to public institutions; authorizes quality academic programs; works to avoid unnecessary duplication in academic programs, unwarranted construction projects and real estate acquisitions; and develops plans to guarantee future quality in Texas public higher education. Working with the higher education institutions, the Governor, and the Legislature, the Coordinating Board also promotes access for all Texans to high quality programs at different instructional levels and administers the state's student financial aid programs. The responsibilities of the Board have grown significantly over the last decade, with major new responsibilities added from each session of the Texas Legislature.

In October 2000, the Coordinating Board adopted a higher education plan, *Closing the Gaps by 2015*, which has become the focus for the agency's efforts to serve the people of Texas. The plan's four goals are to:

- Close the gaps in participation – By 2015, close the gaps in participation rates across Texas to add 630,000 more students;
- Close the gaps in success – By 2015, award 210,000 undergraduate degrees, certificates, and other identifiable student successes from high quality programs;
- Close the gaps in excellence – By 2015, substantially increase the number of nationally recognized programs or services at colleges and universities in Texas; and
- Close the gaps in research – By 2015, increase the level of federal science and engineering research and development obligations to Texas institutions to 6.5 percent of obligations to higher education institutions across the nation.

Closing the Gaps and agency responsibilities are carried out by 274 full-time equivalent employees as of January 31, 2008. The agency is authorized to fill 304.9 full-time equivalent positions for the 2008-2009 biennium. The agency is organized around the *Closing the Gaps* goals into two major units: Academic Planning and Policy, and Business and Finance. The Academic Planning and Policy office is composed of an Academic Affairs and Research Division, a Planning and Accountability Division, and a P-16 Initiatives Division. The Business and Finance office is composed of a Business and Support Services Division, an Information Technology Services Division, and a Student Services Division.

¹ This appendix item adheres to format and content recommended by the State Auditor's Office.

Additional offices are: General Counsel; Office of External Relations; Higher Education Policy Institute, and the Commissioner's Office. Appendix B contains the agency's organizational chart, and Appendix K provides an overview of the state's higher education plan, *Closing the Gaps by 2015*.

The Texas Legislature, recognizing that a substantial number of new responsibilities have been assigned to the Coordinating Board by the Legislature over recent years, increased the number of authorized full-time equivalent (FTE) positions at the Coordinating Board in 1999, 2001, 2003, 2005, and 2006. In Fiscal Year 2008, House Bill 1516 reduced the agency's FTEs by nine, due to the Texas Data-Center Consolidation.

The Coordinating Board continues to develop and implement efforts to respond as effectively and efficiently as possible within budgetary restraints. The Board cooperated fully with the January 2002 request of the Governor's Office and the Legislative Budget Board that every state agency attempt to reduce spending and identify savings, as state government faces an uncertain budget for the upcoming biennium.

Instructions related to the content and format of this Workforce Plan were provided on March 20, 2008. Approximately 20 agency staff met on March 3 to review the information needed from each division to complete the workforce plan. By April 1, all divisions provided a review of current and anticipated workforce needs, including potential vacancies due to retirement and proposed new positions. Input from Coordinating Board divisions gave a wide range of employees the opportunity to contribute to the goals presented in this document. Frequent dialogue and exchanges took place with human resources and the divisions involved in implementing the proposed goals.

Agency Mission and Philosophy

Mission

The Texas Higher Education Coordinating Board's mission is to work with the Legislature, Governor, governing boards, higher education institutions, and other entities to help Texas meet the goals of the state's higher education plan, *Closing the Gaps by 2015*, and thereby to provide the people of Texas the widest access to higher education of the highest quality in the most efficient manner.

Philosophy

The Texas Higher Education Coordinating Board will promote access to quality higher education across the state with the conviction that access without quality is mediocrity, and that quality without access is unacceptable. The agency will be open, ethical, responsive, and committed to public service. The agency will approach its work with a sense of purpose and responsibility to the people of Texas and is committed to the best

use of public monies. The Coordinating Board will engage in actions that add value to Texas and to higher education. The agency will avoid efforts that do not add value or that are duplicated by other entities.

Statewide Priority Goal for Higher Education

To prepare individuals for a changing economy and workforce by:

- providing an affordable, accessible, and quality system of higher education; and
- furthering the development and application of knowledge through teaching, research, and commercialization.

State-Level Benchmarks for Higher Education

State-level priorities have been defined in *Securing Our Future: The Statewide Strategic Planning Elements for Texas State Government*. Operational definitions of measures associated with the state-level priorities are provided in Appendix D.

Sources of data that are used (or derived) to serve as output measures are described with agency goals and objectives in a separate section of this document. Projected outcomes for 2009-2013 are provided in Appendix C. The state-level benchmarks for higher education include:

- Percent of recent high school graduates enrolled in a Texas public college or university
- Percent of first-time, full-time freshmen returning after one academic year
- Percent of first-time, full-time freshmen who graduate within four years
- Percent of first-time, full-time freshmen who graduate within six years
- Percent of two-year college students who transfer to four-year institutions
- Percent of two-year transfer students who graduate from four-year institutions
- Percent decrease in number of students requiring developmental education
- Percent of population age 24 and older with vocational/technical certificates as highest level of educational attainment
- Percent of population age 24 and older with two-year college degree as highest level of educational attainment
- Percent of population age 24 and older with four-year college degree as highest level of educational attainment
- Number of baccalaureate graduates in science, technology, engineering, and mathematics
- Percent of M.D. graduates remaining in Texas for residency
- Percent of nursing graduates employed or enrolled in nursing graduate programs in Texas
- Texas public colleges' and universities' cost per student as a percentage of the national average

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- Percent change in average tuition over past biennium
 - Number of students receiving grants from the TEXAS grant program
 - Percent of total federal research and development expenditures received by Texas institutions of higher education
 - Percent increase in research and development expenditures in emerging technologies over previous biennium
 - Number of patents obtained in emerging technologies
 - Number of patents obtained by institutions of higher education that are commercialized
 - Number of private sector companies created as a result of activities at public institutions of higher education

These benchmark elements have evolved over time to reflect public policy emphases. Accordingly, these priorities may require information for which no current means of collecting supporting data exist. In such cases, the best available proxies must be found until directly applicable data can be generated.

The following table aligns the state-level benchmarks identified above with agency strategies and the goals of *Closing the Gaps by 2015*, the state's higher education plan (Appendix K). These agency strategies are provided in context with agency objectives and performance measures in the Agency Statement of Impact section of this document (immediately prior to the first appendix).

Agency Strategies Linked to State Benchmarks and <i>Closing the Gaps</i> Goals PARTICIPATION		
Texas Higher Education Coordinating Board Higher Education Plan <i>Closing the Gaps by 2015</i>	State Benchmarks Linked to <i>Closing the Gaps</i>	Agency Strategies Linked to State Benchmarks
PARTICIPATION GOAL: By 2015, close the gaps in participation rates across Texas to add 630,000 more students.	Percent of recent high school graduates enrolled in a Texas public college or university Percent decrease in number of students requiring developmental education	Close the gaps in participation by conducting a public awareness and outreach campaign. Close the gaps in participation and success by: <ul style="list-style-type: none"> • developing and promoting student participation and success; • administering programs designed to promote college readiness and success; • administering programs designed to promote effective public and higher education teaching; • administering grants, scholarships, and work-study programs; • administering loan, loan forgiveness, and loan repayment programs; • administering programs which provide financial assistance: Toward EXcellence, Access, & Success (TEXAS) Grants, Tuition Equalization Grants (TEG), Texas College Work-Study, License Plate Scholarships, Doctoral Incentive Program, Fifth-Year Accounting Students Scholarships, Early High School Graduation Scholarships, Temporary Assistance to Needy Families (TANF) Scholarships, Educational Aide Grants, Teach for Texas Loan Repayments, Border Faculty Loan Repayments, Office of Attorney General (OAG) Lawyers Loan Repayment Program, Engineering Recruitment Program, Higher Education Performance Incentive Initiative, Texas Education Opportunity Grant (TEOG), Texas B-On-Time Loans, Baylor College of Medicine, Baylor College of Medicine Graduate Medical Education (GME), Family Practice Residency Program, Preceptorship Program, Primary Care Residency Program, Graduate Medical Education Program, Joint Admission Medical Program, Physician's Education Loan Repayments, Professional Nursing Aid, Dental Education Loan Repayment Program, Vocational Nursing Aid; and • providing federal funds to institutions and students: Student Financial Assistance, Career and Technical Education, Teacher Quality Grants, and Other Federal Grants.
Participation Strategies: Promote the Recommended High School Program, train and hire well-qualified educators, improve citizens' understanding of the benefits of higher education, establish affordability policies.	Number of students receiving grants from the TEXAS grants programs Percent change in average tuition over past biennium Percent of M.D. graduates remaining in Texas for residency Percent of nursing graduates employed or enrolled in nursing graduate programs in Texas Texas public colleges and universities cost per student as a percentage of the national average	Provide planning, information services, and a performance and accountability system. <ul style="list-style-type: none"> • Review and recommend changes to funding formulas, and approve state-funded new construction, renovations and property acquisitions at public institutions of higher education. • Provide higher education information to governmental entities and the public.

Agency Strategies Linked to State Benchmarks and <i>Closing the Gaps</i> Goals SUCCESS		
Texas Higher Education Coordinating Board Higher Education Plan <i>Closing the Gaps by 2015</i>	State Benchmarks Linked to <i>Closing the Gaps</i>	Agency Strategies Linked to State Benchmarks
SUCCESS GOAL: By 2015, award 210,000 undergraduate degrees, certificates, and other identifiable student successes from high quality programs.	Percent of first-time, full-time freshmen who graduate within four years Percent of first-time, full-time freshmen who graduate within six years Percent of two-year college students who transfer to four-year institutions Percent of two-year transfer students who graduate from four-year institutions Percent of population age 24 and older with vocational/ technical certificates as highest level of educational attainment Percent of population age 24 and older with two-year college degree as highest level of educational attainment Percent of population age 24 and older with four-year college degree as highest level of educational attainment	<i>(As indicated above, many of the strategies that promote closing the gaps in participation also promote closing the gaps in success.)</i>
Success Strategies: Uniform recruitment and retention strategy, reward increases in retention and graduation, increase graduates in critical fields, seamless student transitions, community, and business partnerships	Percent of first-time, full-time freshmen returning after one academic year Number of baccalaureate graduates in science, technology, engineering, and mathematics Percent of nursing graduates employed or enrolled in nursing graduate programs in Texas	Incentive Funding Centers for Teacher Education Technology Workforce Development Professional Nursing Shortage Reduction Program

Agency Strategies Linked to State Benchmarks and <i>Closing the Gaps</i> Goals EXCELLENCE		
Texas Higher Education Coordinating Board Higher Education Plan <i>Closing the Gaps by 2015</i>	State Benchmarks Linked to <i>Closing the Gaps</i>	Agency Strategies Linked to State Benchmarks
EXCELLENCE GOAL: By 2015, substantially increase the number of nationally recognized programs or services at colleges and universities in Texas.		Close the gaps in excellence by coordinating and evaluating: <ul style="list-style-type: none"> • university programs and health-related programs; • public two-year college programs; • federal career and technical education programs; and • career schools and college programs.
Excellence Strategies: Establish ladders of excellence, programs nationally recognized, identify peer institutions, fund competitive grants		

Agency Strategies Linked to State Benchmarks and <i>Closing the Gaps</i> Goals RESEARCH		
Texas Higher Education Coordinating Board Higher Education Plan <i>Closing the Gaps by 2015</i>	State Benchmarks Linked to <i>Closing the Gaps</i>	Agency Strategies Linked to State Benchmarks
RESEARCH GOAL: By 2015, increase the level of federal science and engineering research and development obligations to Texas institutions to 6.5 percent of obligations to higher education institutions across the nation.	Percent of total federal research and development expenditures received by Texas institutions of higher education Number of patents obtained in emerging technologies Percent increase in research and development expenditures in emerging technologies over previous biennium Number of patents obtained by institutions of higher education that are commercialized Number of private sector companies created as a result of activities at public institutions of higher education	Close the gaps in research by administering and evaluating research programs.
Research Strategies: Universities to retain all overhead income from grants, establish the Texas Science and Engineering Collaborative, increase funding for ARP/ATP, establish a competitive grant program, establish Education Research Centers		Provide programs to promote research at Texas institutions: <ul style="list-style-type: none"> • Advanced Research Program • Education Research Centers • Alzheimer Disease Centers

Agency Strategies Linked to State Benchmarks and <i>Closing the Gaps</i> Goals PERFORMANCE SYSTEM		
Texas Higher Education Coordinating Board Higher Education Plan <i>Closing the Gaps by 2015</i>	State Benchmarks Linked to <i>Closing the Gaps</i>	Agency Strategies Linked to State Benchmarks
PROGRESS TOWARD THE GOALS: Develop benchmarks and measures to assess progress toward goals of the plan by each institution and by higher education as a whole.		Close the higher education gaps by providing planning and information services

Additional Coordinating Board Budgeting Strategies (with no direct link to <i>Closing the Gaps</i> or State Benchmarks)
Provide trustee funds to institutions through special programs designed to improve the quality and delivery of instruction and also increase the participation and success of Texans: Two-Year Institution Enrollment Growth, African American Museum Internship.
Special Programs Related to Tobacco Settlement Receipts: Earnings-Minority Health, Earnings-Nursing/Allied Health, Earnings-HECB for Baylor College of Medicine, earnings from Permanent Health Fund for Baylor College of Medicine.
Indirect Administration: Central Administration, Information Resources, Other Support Services.

Anticipated Changes in Strategies

The Coordinating Board anticipates several changes that will significantly impact the agency's business and workforce, as outlined below:

- Increased requests from customers requiring new applications of technology, ranging from "real-time" review of loan status to videoconferencing, to website maintenance skills for each division; and
- New programs authorized by the Legislature, such as new student financial aid programs, and increased agency responsibilities involving the higher education community.

Although many workforce issues present challenges, the Coordinating Board is committed to addressing areas of critical concern. These areas include:

- A high rate of anticipated retirement in senior management/professional positions;
- Real or perceived salary differences with other state agencies and public educational institutions/non-state agencies; and

- Improved computer/technology-related skills among employees throughout the agency.

I. Current Workforce Profile (Supply Analysis)

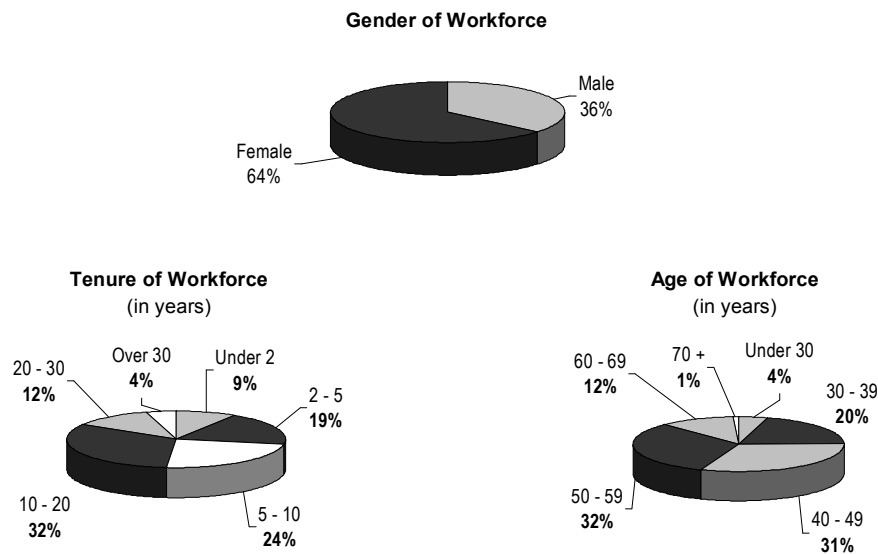
Critical Workforce Skills

The scope of duties and range of responsibilities required of Coordinating Board employees varies throughout each division. The divisions consist of many well-qualified and dedicated employees, some with very highly specialized skills fairly unique to the agency. There are a number of skills that are critical to the agency's ability to operate effectively and efficiently, and to execute the agency's business functions and legislative mandates. These critical skills are in the areas of:

- Knowledge of higher education programs in general;
- Specific knowledge related to higher education, such as formula funding, curriculum review, issuance of student loan bonds, and collection of student loans;
- Governmental Accounting; and
- Knowledge gained through cross-training exercises within divisions to ensure more than one person is capable of carrying out the major responsibilities of the division.

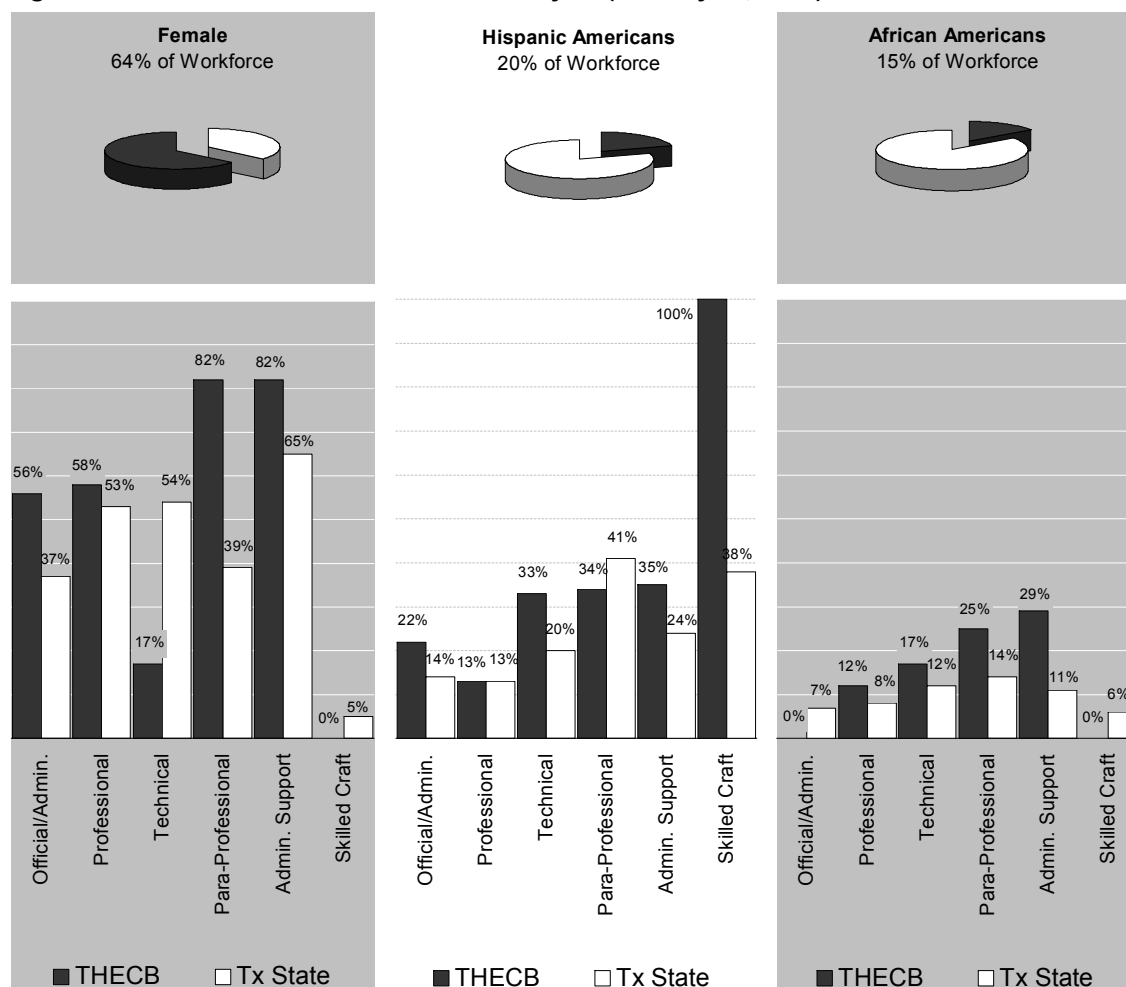
Workforce Demographics:

As of January 31, 2007, the agency had a total head count of 274. The agency is authorized to have 304.9 full time equivalent employees (FTEs). Figure E.1 below provides a profile of the Coordinating Board's current workforce as of January 2007. The charts provide information related to gender, age, and tenure at the agency. In summary, the agency's workforce is 36 percent male and 64 percent female. Seventy-six percent of the agency's employees are over the age of 40, and almost 28 percent of the agency's employees have less than five years of service with the agency.

Figure E-1. THECB Workforce Demographics (January 31, 2007)

Source: THECB Human Resources Office

Figure E.2. compares the agency's percentage of Hispanic, African American and female Coordinating Board employees (as of January 31, 2007) to the statewide civilian workforce as reported by the Civil Rights Division of the Texas Workforce Commission. The Coordinating Board continues to meet or exceed several diversity targets. Females continue to be well represented in all job categories except for technical staff. African Americans meet or exceed targeted levels in four of six job categories, while Hispanics meet or exceed targeted levels in five of six job categories.

Figure E-2. THECB Workforce Utilization Analysis (January 31, 2007)

Source: The Bureau of Labor Statistics, Geographic Profile of Employment and Unemployment, 2004, for the state of Texas

The agency will continue to concentrate efforts on improving diversity targets that are underrepresented. In Hispanic and African American groups, the agency will focus on recruitment efforts to produce a pool of qualified applicants that reflect the appropriate state or metropolitan civilian workforce availability figures for the job category of each posted position.

The agency continues to make progress through the employment of more Hispanic American in official/administrator and professional positions, and more African Americans in professional and paraprofessional positions. Employment of both groups exceeds statewide levels. In addition to advertising our vacancies at the Texas Workforce Commission and local and metropolitan newspapers, the agency also advertises vacancies in *The Chronicle of Higher Education*, the *Hispanic Outlook*, and in the *Diverse Issues* to seek a diverse applicant pool.

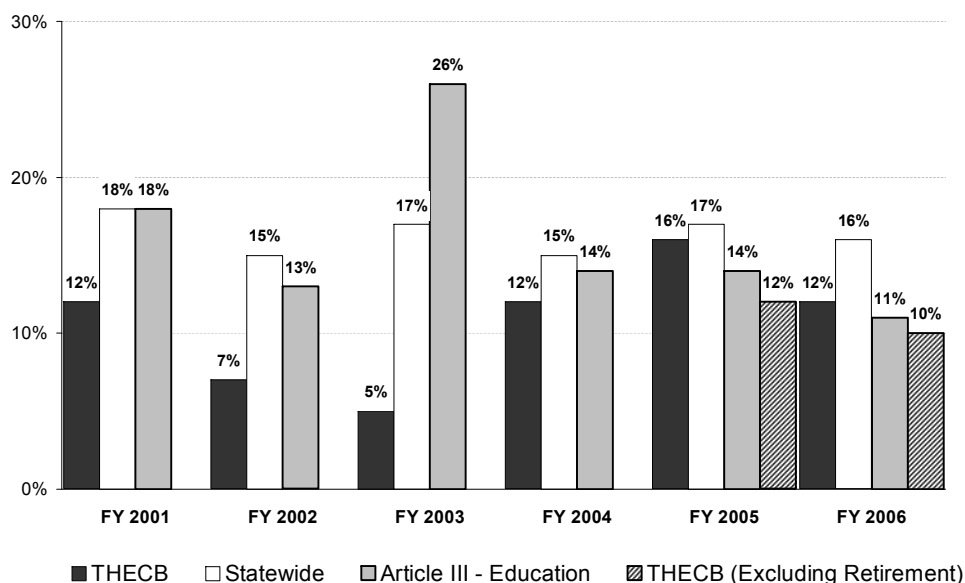
Employee Turnover

The loss of experienced and talented employees is a concern in almost every organization. It is costly and affects the agency's ability to function at maximum efficiency. In addition to loss of productivity, high turnover rates increase costs in the areas of recruitment and selection, training, and orientation.

The turnover rate for the Coordinating Board (not counting those who retired) has decreased from Fiscal Year 2005 to Fiscal Year 2006. The Coordinating Board's area with the highest turnover is in the professional job category – more specifically, those positions requiring a higher level of educational credentials, such as a master's or doctoral degree.

The following chart compares the average Coordinating Board turnover rates to that of the state and other Article III agencies over the last six years. The agency's turnover has been generally lower than the state's turnover rate, and has been lower than Article III-Education agencies.

Figure E-3. THECB Regular Full and Part-time Employee Turnover Rate for Fiscal years 2001-2006



Source: Statewide turnover rates provided by the State Auditor's Office.

Table 1 provides an additional breakdown percentage by age, length of service, ethnicity, gender, highest EEO category, and retirement for Fiscal Years 2005 and 2006.

Table 1. THECB Turnover Percentage for Fiscal Years 2005 and 2006.

Texas Higher Education Coordinating Board Breakdown of Turnover Percentage				
Description	FY 2005		FY 2006	
	Number	Percent	Number	Percent
Age groups under 30	3	7%	3	9%
Age groups between 30 and 39	13	29%	8	25%
Age groups between 40 and 49	7	16%	8	25%
Age groups between 50 and 59	18	40%	11	34%
Age groups 60 and over	4	9%	2	6%
Agency tenure under 2	9	20%	10	31%
Agency tenure between 2 and 5	14	31%	8	25%
Agency tenure between 5 and 10	9	20%	9	28%
Agency tenure between 10 and 20	7	16%	2	6%
Agency tenure between 20 and 30	2	4%	1	3%
Agency tenure over 30	4	9%	2	6%
Male	13	29%	12	38%
Females	32	71%	20	63%
African Americans	6	13%	5	16%
Hispanic Americans	8	18%	8	25%
Retirement	11	24%	4	13%
EEO group with highest level turnover: Professional	24	53%	21	66%

Source: THECB Human Resource Office

The highest turnover for Fiscal Years 2005 and 2006 was in the professional job category. These positions require a higher level of educational credentials, such as a master's or doctoral degree. Research conducted in November of 2007, indicated that the titles of Program Director and Programmer/System Analyst were identified as high turnover job categories under the professional EEO job category.

The reason for departure most frequently cited by exiting employees is better pay and benefits. The agency is unable to match salaries offered by the private sector or by institutions of higher education. Five years ago, the agency was able to utilize the benefits package provided to employees as a recruiting incentive and as a motivator for employee retention. However, the 78th Texas Legislative Session in 2003 significantly impacted the strength and flexibility of the state employee's benefits program. Employees no longer view the state benefits program as a significant motivator for

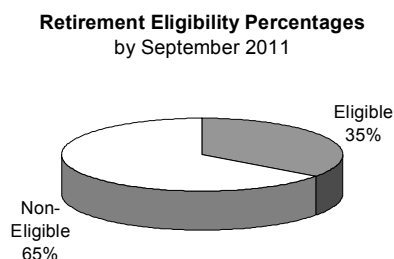
continuing their state employment. There is a concern that the agency has been deprived of a recruiting and retention strategy that has proven to be invaluable in the past. In an effort to address the cited reason of pay as a factor for departure, the agency will be conducting a Compensation Study of employee wages in the near future.

Additionally, to minimize the loss in turnover, the agency will continue to practice and promote the following retention and recruitment programs to retain and attract a diverse and knowledgeable workforce:

- Flexible Work Schedules;
- Telecommuting for appropriate personnel;
- Outstanding Performance Leave for outstanding performance;
- Educational Leave Program for undergraduate college courses at an accredited institution;
- Employee Scholarship Program payable to the employee for eligible expenses up to \$1,000.00; and
- Performance Base Merit Salary Increases.

Retirement Eligibility:

Figure E-4. Projected Retirement Eligibility Based on Current Workforce.



Source: THECB Human Resource Office, January 31, 2007

Predicting future turnover based on retirement eligibility can be difficult, because an employee's eligibility to retire in and of itself is not an accurate indicator of his or her election to retire. Factors that play a major role in the decision to retire could be income requirements, eligibility for insurance, and social security benefits. Regardless of these factors, the agency should anticipate and be prepared for the retirement of several key employees in the next few years.

During Fiscal Years 2005 and 2006, 15 employees retired (as identified on Table 1). The table below identifies that for Fiscal Year 2008, six out of nine Officials/Administrators will become eligible for retirement. That eligibility retirement number remains the same for the remaining future fiscal years identified below. The highest EEO classification with the highest retirement eligibility percentage is the

agency's professional staff. Directors, Program Directors, Senior Directors, Assistant Directors, and Programmers are classified under the professional EEO category. This suggests a potential concern relating to the transfer of knowledge and experience within the agency's professional and middle management structure.

Table 2. Projected Retirement Eligibility for Regular Employees by EEO Classification.

EEO Classification	Current Workforce	Percentage of Workforce	Project Retirement Eligibility				
			FY07	FY08	FY09	FY10	FY11
Officials/Administrators	9	3%	5 56%	6 67%	6 67%	6 67%	7 78%
Professionals	180	66%	35 19%	43 24%	49 27%	58 32%	67 37%
Technical	6	2%	3 50%	3 50%	3 50%	3 50%	3 50%
Para-Professional	61	22%	13 21%	13 21%	13 21%	13 21%	14 23%
Administrative Support	17	6%	4 24%	4 24%	5 29%	5 29%	5 29%
Skilled Craft	1	0%	0 0%	0 0%	0 0%	0 0%	0 0%
Total	274	100%	60 22%	69 25%	76 28%	85 31%	96 35%

Source: THECB Human Resource Office, January 31, 2007

In November of 2007, the agency organized a Human Resource Workgroup whose charge was to implement a Succession Planning Policy to ensure that leadership positions and critical function roles will be filled with minimal disruption to operations. A Succession Planning Policy will soon be available to address the agency's commitment to identify, develop, and retain highly skilled talent to ensure leadership continuity in vital leadership roles and/or fulfillment of critical functions in the agency.

Additionally, efforts to implement the higher education plan (*Closing the Gaps by 2015*) have increased the number of requests for customer service (including data analysis, institutional and program review, and responses related to student financial aid). These requests place additional burdens on Coordinating Board employees, and illustrate a need to seriously examine employee duties and assignments, as well as the existing organizational structure and the need for new employees.

II. Future Workforce Profile (Demand Analysis)

Critical Functions

Section II identified a few of the critical functions required of agency employees. However, as the agency increasingly utilizes technology to streamline processes, meet the demand of constituents, and provide more efficient services, additional skills may be required. To address the challenges, the Coordinating Board needs a workforce with the following essential skills to effectively conduct agency business:

- Knowledge of student financial aid;
- Knowledge of funding formulas;
- Knowledge of public finance bond issuance;
- Advanced computer related skills;

- Ability to use technology to streamline workflow;
- Knowledge of system design and analysis;
- Knowledge of web design and development;
- Knowledge of governmental accounting;
- Leadership, management and supervision skills;
- Improved written and verbal communication skills between all levels of staff;
- Change management and strategic planning skills; and
- Project management skills.

Expected Workforce Changes Through 2011

Knowledge of higher education is a critical function for the Coordinating Board workforce. The agency is concerned about the ability to successfully attract qualified applicants with higher education knowledge and experience. Among the factors impacting this problem, is the non-competitive nature of our salary structure.

Successful work relationships with key stakeholders in education (including high-level administrators from institutions and systems throughout the state, representatives of other state agencies and the legislative offices, and business/community leaders all active in seeking solutions to education-related issues) have been dependent upon staff members who are knowledgeable in higher education issues and who are able to map solutions to complex problems.

The agency's need for employees to develop policy documents, prepare non-standard reports, and analyze data in response to internally and externally generated inquiries is growing. Also, the agency has a growing need for employees with higher technology skills. Technology-related requirements will affect the agency in two ways — first, the staffing and skills required of employees, and second, the technical support provided through the information management team. Training to increase the database software skills of current employees, and hiring new employees with those skills, will allow a wider range of staff to produce their own reports.

Future Workforce Skills Needed

To effectively and efficiently satisfy the high standards established in the Coordinating Board's mission and philosophy, as well as coordinate achievement of the goals set forth in *Closing the Gaps*, the agency will continue to rely on a knowledgeable, dedicated, and enthusiastic workforce. Additionally, our workforce will have to acquire leadership, management and supervision skills, process analysis, project management, web-based technology, and strategic planning skills. In addition to the critical competencies mentioned previously, the agency is preparing for the expected workforce changes (also mentioned previously) requiring solution-oriented, analytical, and technologically capable employees.

The agency is committed to providing current employees with opportunities to increase their computer skills. Training coordinators have been, and will continue to be, responsive to requests for additional course topics and modifications in course timing to permit as many employees to participate as are interested.

III. Gap Analysis

Anticipated Surplus or Shortage of Workers or Skills

Efforts related to the formulation of this document have provided a focused opportunity for the agency to examine its current, and desired, workforce needs. Through this process, the Coordinating Board has identified four main areas, or gaps, between the agency's workforce supply and demand areas that must be addressed.

First, the Coordinating Board will emphasize cross-training within divisions. This will permit continuous service to agency customers by ensuring that more than one person in each division is capable of carrying out the major responsibilities within the division. This training is important in a variety of situations, including the sharing of knowledge, before an employee retires, is out sick, or on vacation, and allows for preliminary training and exposure to skills necessary for advancement.

Second, the Coordinating Board will work to improve internal/external communication among current and new hires through increased and enhanced computer skills as appropriate for the respective positions.

Third, internal systems managed by the Deputy Commissioner's Office of Business & Finance will be reviewed to improve the utilization of existing staff and resources within the division. The resulting modifications will improve intra- and inter-division operations and the overall functioning of the agency.

Fourth, the Coordinating Board must attract a pool of qualified candidates with higher education experience as the agency fills professional-level positions that become vacant due to retirement and attrition.

IV. Strategy Development: Response to Anticipated Worker Surplus/Shortage

In response to the potential deficits between the current workforce and anticipated employee demands, the Coordinating Board has identified several goals for the current workforce plan. These goals evolved through expanding the dialogue among the agency's chief administrators, thus requesting that consideration be given beyond agency routine activities, and the impact of the agency's long-term goals (mainly *Closing the Gaps*) in their divisions' workforce.

The Coordinating Board's workforce requirements can be grouped into the following key areas:

Texas Higher Education Coordinating Board Workforce Plan: Strategy Development	
Gap	Enhancing agency performance and accountability.
Goal	Conduct training needs assessment and design training plans to address gap deficiencies
Rationale	Supervisors need to recognize employee performance to improve employee performance and morale.
Action Steps	Develop and deliver a training module for supervisory staff. Create a "resource" area on the agency intranet.
Gap	Succession Plan for critical positions and critical functions.
Goal	Ensure a Succession Plan for critical positions and functions is in place.
Rationale	To ensure that critical positions and functions within the organization have proper successors.
Action Steps	Identify positions and functions critical to daily operations. Identify employees who could potentially fill critical functions or positions. Review of data on all potential candidates, including performance evaluations, experience and skills, education and personal career goals. Use objective data to evaluate quality of the candidates. Determine and address training, development, and experience needs of candidates.
Gap	Limited knowledge sharing.
Goal	Increased employee cross-training.
Rationale	Cross-training is critical to retaining the knowledge base that is needed in areas with a high learning-curve, particularly in higher level positions in the Student Services Division, and across the agency.
Action Steps	Identify the most critical knowledge areas for cross-training potential. The Commissioner and Deputy Commissioners will promote cross-training to all executive officers.
Gap	Limited efficiencies and communication opportunities associated with technology.
Goal	Increased skills associated with computer applications for current and new employees.
Rationale	An effective and efficient workforce must have the skills in technology that are used on a routine basis, and be able to adapt to new technology changes in the workplace.
Action Steps	In addition to offering in-house training in new technology applications, the agency, in a few select classes, will consider limiting participants to employees that are rated by their supervisor as being highly skilled users or users with high potential. Even with prerequisite course work, experience has shown that grouping "like skill levels" provides a better environment more conducive to

	learning, and maximizing the learning opportunities across the various classes.
Gap	Ability to respond to non-routine activities.
Goal	Encourage development of critical thinking and solution-oriented skills.
Rationale	The agency is finding that its managers and employees need training on how to manage change effectively.
Action Steps	Provide change management training to the higher-level employees first, and to mid-level and first-line supervisors next, and to additional employees as appropriate.
Gap	Some current internal systems are not adequate for management's needs and rely too heavily on labor-intensive efforts of Business & Support Services Division staff, causing inefficient use of staff time and agency resources.
Goal	Develop and implement internal integrated systems to meet management's needs, and incorporate staff's knowledge into the systems.
Rationale	The organization needs improved support from agency Business & Support Services division and the division needs to make better use of its existing staff by transforming ongoing labor costs to investments in smarter systems that will be efficient and accessible, and enabling staff to concentrate on higher level application of their skills.
Action Steps	The agency has acquired the in-house expertise of Information Technology Services to advise the agency on development of various systems, and to work with an in-house team to develop system and component specifications and gauge realistic implementation and product delivery dates.
Gap	Potential that the Coordinating Board will not attract qualified applicants with higher education experience for professional level positions.
Goal	Ensure adequate pool of candidates with higher education experience for professional-level positions.
Rationale	It is critical for the Coordinating Board to recruit and retain staff members with knowledge of higher education issues in order to preserve successful work relationships with stakeholders and to find successful solutions to complex problems.
Action Steps	Conduct a Compensation Study and provide a salary range in recruitment for professional-level positions that is above the minimum for the position's salary group.